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ABSTRACT

This collection of competency statements deals with the English-as-a-second-language (ESL) skills that vocational students should master before entering the world of work. Addressed in the individual sections of the volume are the following topics: specific occupational terminology, safety language, on-the-job language, job-seeking language, instructional language, and nonverbal and cultural skills. The six sections of the guide contain subcompetency statements, each of which includes the following: the competency area addressed, a competency statement, a competency indicator, one or more benchmarks, and one or more assessment criteria. A list of resource materials concludes the guide. (MN)

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# VOCATIONAL ENGLISH-AS-A-SECOND LANGUAGE COMPETENCIES

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June 30, 1984

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## FOREWORD

The competencies for Vocational English-as-a-Second Language (ESL), (a) define Vocational ESL; (b) address occupational knowledge useful for all vocations; and (c) include competencies for other than oral and written English skills.

Vocational ESL instruction is designed to support functionally vocational instruction and job preparation. Like the traditional ESL class, Vocational ESL develops listening, speaking, reading, and writing skills. However, Vocational ESL differs from ESL in that language objectives are always contextualized into job-finding and work-related situations; that is, content used to teach language skills is vocationally oriented. The emphasis is on specific language skills and the ordering of these skills is as dependent upon the students' immediate employment goal as on the ESL skills they have already developed. Communication, rather than grammatical or pronunciation accuracy, is the ultimate goal.

The achievement of a more general occupational knowledge has been emphasized in the design of the competencies. The specific English skills required to obtain and function on a job are of primary importance for all Vocational ESL students. In addition, most Vocational ESL instruction takes place in a class setting that includes students with a wide variety of vocational goals. This lack of substantial homogeneity makes it impractical to limit instruction exclusively to specific occupations.

A successful Vocational ESL student must attain competency in a number of skills that are not specifically language related at the same time he/she develops the language proficiency needed for participating

in the employment system. Competencies dealing with cultural skills, such as grooming, personal hygiene, and body language have been addressed herein. Further development of nonverbal skills--general knowledge of employment opportunities, expectations, attitudes and practices--can be found in the Pre-Employment and Work Maturity Competencies for Youth, submitted concurrently by the Los Angeles Unified School District, Manpower Program Development Office.

Due to the fact that most Vocational ESL instruction is imparted to students with a wide variety of proficiency levels in English, the competencies range in difficulty from the very basic to the more advanced. It will be up to the teacher to select or adapt those competencies that are most appropriate to the needs of his/her students.

Machine Shop has been used as an example in the assessments dealing with Specific Occupational Terminology and Safety Language. The competencies are applicable, however, with minor adjustments, to other vocational areas.

Since communication and not pronunciation or grammatical usage is the main objective of Vocational ESL instruction, the assessments have been addressed in terms of performance "without serious grammatical errors or mispronunciation". In this context, "serious" refers to the mistake that would interfere with conveying the intended message.

With the above in mind, it is expected that the following competencies will prove to be a standard for a person considered to be competent in this area.

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# I. SPECIFIC OCCUPATIONAL TERMINOLOGY

COMPETENCY AREA: Vocational English-as-a-Second Language: Specific Occupational Terminology

COMPETENCY STATEMENT: The student will have the English language proficiency necessary for a specific job.

INDICATOR: The student demonstrates the ability to comprehend and use the English vocabulary and structures required to adequately perform the tasks related to a job.

BENCHMARK: The student defines the general technical terms most frequently used on the job.

ASSESSMENT: Given a list of general technical terms commonly used on the job, or a matching list of such terms, the student defines the words, or matches the words and the definitions, with at least 90% accuracy.

Example:

1. Angle
2. Alloys
3. Density
4. Machinability
5. Malleability
6. Parallel
7. Smooth
8. Taper
9. Temper
10. Tensile

The student will define correctly at least nine of the terms.

Oral assessments are also advisable to insure that the student pronounces the words without serious errors.

COMPETENCY AREA: Vocational English-as-a-Second Language: Specific Occupational Terminology

COMPETENCY STATEMENT: The student will have the English language proficiency necessary for a specific job.

INDICATOR: The student demonstrates the ability to comprehend and use the English vocabulary and structures required to adequately perform the tasks related to a job.

BENCHMARK: The student verbally identifies the names of the tools used on the job.

ASSESSMENT: Given appropriate pictures, or the actual tools used on the job, the student will orally name the tools with a minimum of 90% accuracy and without serious errors in pronunciation.

Example: A machine shop student will look at the following tools:

1. Machinist rule
2. Vernier high gauge
3. Micrometer
4. Slide caliber rule
5. Combination depth and angle gauge
6. Hard-steel tri-square
7. Combination square
8. Hermaphrodite caliper
9. Spring joint divider
10. Protractor

The student will name correctly at least nine of the tools. Since communication is the goal, the student should pronounce the names of the tools without serious deficiencies.

COMPETENCY AREA: Vocational English-as-a-Second Language: Specific Occupational Terminology

COMPETENCY STATEMENT: The student will have the English language proficiency necessary for a specific job.

INDICATOR: The student demonstrates the ability to comprehend and use the English vocabulary and structures required to adequately perform the tasks related to a job.

BENCHMARK: The student verbally identifies the names of the machines used on the job.

ASSESSMENT: Given appropriate pictures, or the actual machines used on the job, the student will orally name the machines with a minimum of 90% accuracy and without serious errors in pronunciation.

Example: A machine shop student will look at pictures of the following machines:

1. Engine lathe
2. Drilling machine
3. Horizontal milling machine
4. Vertical milling machine
5. Turret engine lathe
6. Shaper
7. Power hacksaw
8. Surface grinding machine
9. Arbor press
10. Numerical control machine

The student will have to name correctly at least nine of the machines. The names of the machines should be pronounced in a manner intelligible to co-workers and supervisors; that is, without serious errors.

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| COMPETENCY AREA: | Vocational English-as-a-Second Language: Specific Occupational Terminology |
| COMPETENCY STATEMENT: | The student will have the English language proficiency necessary for a specific job. |
| INDICATOR: | The student demonstrates the ability to comprehend and use the English vocabulary and structures required to adequately perform the tasks related to a job. |
| BENCHMARK: | The student identifies the names of the parts of the machines used on the job. |
| ASSESSMENT: | Given appropriate drawings of the parts of the machines used on the job, the student will orally name or label the parts, with a minimum of 90% accuracy and without serious errors in pronunciation.<br><br>Example: A machine shop student will orally list the names of the parts of the engine lathe, or will label the parts on the appropriate drawing. |

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| COMPETENCY AREA: | Vocational English-as-a-Second Language: Specific Occupational Terminology |
| COMPETENCY STATEMENT: | The student will have the English language proficiency necessary for a specific job. |
| INDICATOR: | The student demonstrates the ability to comprehend and use the English vocabulary and structures required to adequately perform the tasks related to a job. |
| BENCHMARK: | The student identifies the functions of the parts of the machines used on the job. |
| ASSESSMENT: | Given a matching list of the names of the parts of a specific machine used on the job and their functions, the student will match the names of the parts and the functions with a minimum of 90% accuracy.<br><br>Example: A machine shop student will match the parts of an engine lathe and their functions. |

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| COMPETENCY AREA: | Vocational English-as-a-Second Language: Specific Occupational Terminology |
| COMPETENCY STATEMENT: | The student will have the English language proficiency necessary for a specific job. |
| INDICATOR: | The student demonstrates the ability to comprehend and use the English vocabulary and structures required to adequately perform the tasks related to a job. |
| BENCHMARK: | The student verbally identifies the operations performed on the machines used on the job. |
| ASSESSMENT: | Given a specific machine used on the job, the student will orally list the operations performed on the machine with 90% accuracy and without serious grammatical errors or mispronunciation.<br><br>Example: A machine shop student will orally list five common operations performed on the milling machine, e.g., angular milling, face milling, straddle milling, etc. |

COMPETENCY AREA: Vocational English-as-a-Second Language: Specific Occupational Terminology

COMPETENCY STATEMENT: The student will have the English language proficiency necessary for a specific job.

INDICATOR: The student demonstrates the ability to comprehend and use the English vocabulary and structures required to adequately perform the tasks related to a job.

BENCHMARK: The student verbally identifies the names of the materials used on the job.

ASSESSMENT: Given a task usually performed on the job, the student will name the materials required to complete the task with 90% accuracy and without serious errors in pronunciation.

Example: A machine shop student will orally name the metals required to complete a project according to blueprint specifications.

The student will have to name at least 90% of the metals required.

The names of the materials should be enunciated in such a way that co-workers and supervisors can understand. The ability to communicate should be the criteria on which the performance is judged.

COMPETENCY AREA: Vocational English-as-a-Second Language: Specific Occupational Terminology

COMPETENCY STATEMENT: The student will have the English language proficiency necessary for a specific job.

INDICATOR: The student demonstrates the ability to read and comprehend the English vocabulary and structures required to adequately perform the tasks related to a job.

BENCHMARK: The student uses a trade manual to locate information.

ASSESSMENT: Given a trade manual used on the job and five requests for information, the student locates and writes the answers accurately, giving the page number on which this information is found.

Example: A machine shop student will look up the following in the Machinist's Handbook.

1. The cutting feed and speed of 1" diameter carbon steel stock.
2. The pitch for ¼-13 N.C. thread.
3. The type of twist drill to drill a hole in a high carbon steel workpiece.

# II. SAFETY LANGUAGE

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| COMPETENCY AREA: | Vocational English-as-a-Second Language: Specific Occupational Terminology |
| COMPETENCY STATEMENT: | The student will have the English language proficiency necessary for a specific job. |
| INDICATOR: | The student demonstrates the ability to use English vocabulary and structures required to discuss the tasks performed on a job. |
| BENCHMARK: | The student verbally identifies and describes the steps required to complete each of the tasks performed on a job. |
| ASSESSMENT: | Given a written list of the tasks performed on the job, the student will orally explain what takes place in each step without serious grammatical errors or mispronunciation.<br><br>Example: A machine shop student will identify and describe the steps required to drill a 1" hole in a workpiece 3"x2"x½".<br><br>If the language teacher is not versed on the specific job, the student's performance should be judged on the merits of his/her ability to describe the activity and not necessarily on the accuracy of the description. |

COMPETENCY AREA: Vocational English-as-a-Second Language: Specific Occupational Terminology

COMPETENCY STATEMENT: The student will have the English language proficiency necessary for a specific job.

INDICATOR: The student demonstrates the ability to comprehend and use the job-related jargon and slang expressions required to adequately perform the tasks related to a job.

BENCHMARK: The student identifies the most common argotic expressions used on the job.

ASSESSMENT: Given an oral or written list of items, the student will cite or write the equivalent slang expressions with 80% accuracy and without serious errors in pronunciation.

Example: A machine shop student will give the equivalent expressions for the following:

1. Accuracy of tolerance (Deadnuts)
2. Turret lathe (Workhorse)
3. Vertical turret lathe (Bullet)
4. Scrap (Part that is no good)
5. Fishtale (Center gauge for threading)

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| COMPETENCY AREA: | Vocational English-as-a-Second Language: Specific Occupational Terminology |
| COMPETENCY STATEMENT: | The student will have the English language proficiency necessary for a specific job. |
| INDICATOR: | The student demonstrates the ability to comprehend the English vocabulary and structures on the forms and other documents most frequently used on a job. |
| BENCHMARK: | The student completes the following:<br>1. Work Order Form<br>2. Time Sheet Schedule<br>3. Supplies List<br>4. Requisition Form<br>5. Material Recording Form<br>6. Equipment/Materials Inventory Form |
| ASSESSMENT: | Given blank samples of the above forms, the student will complete the forms accurately and legibly to the instructor's satisfaction.<br>Example: A machine shop student will complete actual forms used by a local manufacturing firm. |

COMPETENCY AREA: Vocational English-as-a-Second Language: Safety Language

COMPETENCY STATEMENT: The student will have the English language proficiency necessary to follow safety practices and regulations on the job.

INDICATOR: The student will demonstrate an understanding of English vocabulary and structures commonly used in signs, warning labels, and safety rules sheets.

BENCHMARK: The student reads and paraphrase a sheet containing a set of general safety practices.

ASSESSMENT: Given a written set of general safety practices, the student will read and paraphrase the rules with 100% accuracy.

Example: A machine shop student will read and paraphrase the following:

1. Never use machines without authorization.
2. Do not run or engage in "horseplay" in the shop.
3. Immediately clean up any liquid spilled on the floor.
4. Place all scrap and trash in the designated receptacles.
5. Report all accidents immediately.

COMPETENCY AREA: Vocational English-as-a-Second Language: Safety Language

COMPETENCY STATEMENT: The student will have the English language proficiency necessary to follow safety practices and regulations on the job.

INDICATOR: The student demonstrates the ability to comprehend and use the English names of the protective devices commonly used in the shop.

BENCHMARK: The student verbally identifies the appropriate shop clothing.

ASSESSMENT: Given pictures of appropriate shop clothing, the student will orally name the items with 100% accuracy and without serious errors in pronunciation.

Example:

1. Goggles
2. Safety shoes
3. Apron
4. (No) long sleeves
5. (No) jewelry

COMPETENCY AREA: Vocational English-as-a-Second Language: Safety Language

COMPETENCY STATEMENT: The student will have the English language proficiency necessary to follow safety practices and regulations on the job.

INDICATOR: The student demonstrates the ability to comprehend and use the English vocabulary and structures utilized in emergency situations.

BENCHMARK: The student verbally identifies the steps to be followed in case of fire.

ASSESSMENT: Given a set of drawings depicting the steps to be followed in case of fire in the workshop, the student will verbally describe the action to be taken with 100% accuracy.

Example:

1. Stop all the machines.
2. Call the supervisor.
3. Turn off the main switch.
4. Take a fire extinguisher from the wall.
5. Point the extinguisher at the fire.

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| COMPETENCY AREA: | Vocational English-as-a-Second Language: Safety Language |
| COMPETENCY STATEMENT: | The student will have the English language proficiency necessary to follow safety practices and regulations on the job. |
| INDICATOR: | The student demonstrates the ability to comprehend the English vocabulary and structures utilized in emergency situations. |
| BENCHMARK: | The student reads and paraphrase the instructions on the fire extinguisher. |
| ASSESSMENT: | Given an actual fire extinguisher, the student will read and paraphrase the instructions with 100% accuracy.<br><br>The student's performance will be judged on his/her ability to demonstrate an <u>understanding</u> of the instructions and not on the degree of correctness of the expression. |

COMPETENCY AREA: Vocational English-as-a-Second Language: Safety Language

COMPETENCY STATEMENT: The student will have the English language proficiency necessary to follow safety practices and regulations on the job.

INDICATOR: The student demonstrates the ability to comprehend and use the English vocabulary and structures utilized in emergency situations.

BENCHMARK: The student participates in four simulated situations which require calling for help:

1. Fire
2. Accident
3. Illness
4. Crime

ASSESSMENT: Given a play telephone and four role-playing situations involving the above occurrences, the student will call the appropriate agency--fire department, paramedics, or police--and will ask for help without serious grammatical errors or mispronunciation.

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| COMPETENCY AREA: | Vocational English-as-a-Second Language: Safety Language |
| COMPETENCY STATEMENT: | The student will have the English language proficiency necessary to follow safety practices and regulations on the job. |
| INDICATOR: | The student demonstrates the ability to comprehend and use the English vocabulary and structures utilized in emergency situations. |
| BENCHMARK: | The student reads and paraphrase a sheet containing instructions to follow in case of a job-related injury. |
| ASSESSMENT: | Given a description of a job-related injury and an emergency procedure sheet, the student will read and paraphrase the steps to be followed and will list the items to be used--if administration of on-the-spot first aid is recommended--with 100% accuracy.<br><br>The student's performance will be judged on his/her ability to demonstrate an understanding of the material read and not necessarily on the degree of correctness of the expression. |

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| COMPETENCY AREA: | Vocational English-as-a-Second Language: Safety Language |
| COMPETENCY STATEMENT: | The student will have the English language proficiency necessary to follow safety practices and regulations on the job. |
| INDICATOR: | The student demonstrates the ability to comprehend and use the English vocabulary and structures utilized to report an injury to the supervisor. |
| BENCHMARK: | The student verbally identifies typical job-related injuries. |
| ASSESSMENT: | Given a set of drawings depicting typical shop injuries, the student will describe the injuries without serious grammatical errors or mispronunciation. |

Example: A machine shop student will describe the following injuries:

1. Finger lacerated while using cutting tool.
2. Eye(s) burned due to flying particles from grinding machine.
3. Hand cut while removing chips from the engine lathe.

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| COMPETENCY AREA: | Vocational English-as-a-Second Language: Safety Language |
| COMPETENCY STATEMENT: | The student will have the English language proficiency necessary to follow safety practices and regulations on the job. |
| INDICATOR: | The student demonstrates the ability to comprehend and use the English vocabulary and structures required to report a job-related accident. |
| BENCHMARK: | The student completes an "Accident Report" form. |
| ASSESSMENT: | Given an oral description of a job-related accident and a blank "Accident Report" form, the student will complete the form accurately and legibly.<br><br>Example: Given a description of a common shop accident, a machine shop student will complete an "Accident Report" form providing the following information:<br><br>1. Infraction of rules involved.<br><br>2. Nature of injuries.<br><br>3. Safety practices violated.<br><br>4. Direct causes of the accident.<br><br>5. Contributing causes of the accident. |

COMPETENCY AREA: Vocational English-as-a-Second Language: Safety Language

COMPETENCY STATEMENT: The student will have the English language proficiency necessary to follow safety practices and regulations on the job.

INDICATOR: The student demonstrates the ability to comprehend and use the English vocabulary and structures required to report potential hazards.

BENCHMARK: The student verbally describes potential hazards due to unsafe physical facilities.

ASSESSMENT: Given pictures of unsafe conditions, the student will orally describe each condition with 100% accuracy and without serious grammatical errors or mispronunciation.

Example: A machine shop student orally describes the following:

1. Spills on the floor.
2. Inadequate ventilation and lighting.
3. Crowded work stations.
4. Insufficient or the wrong kind of fire extinguishers.
5. Materials obstructing the aisles.

COMPETENCY AREA: Vocational English-as-a-Second Language: Safety Language

COMPETENCY STATEMENT: The student will have the English language proficiency necessary to follow safety practices and regulations on the job.

INDICATOR: The student demonstrates the ability to comprehend and use the English vocabulary and structures required to report potential hazards.

BENCHMARK: The student verbally describes ten unsafe tools, devices, and machines.

ASSESSMENT: Given appropriate pictures of unsafe tools, devices, and machines, the student will orally describe the conditions with 100% accuracy and without serious grammatical errors or mispronunciation.

Example: A machine shop student will describe the following:

1. Missing tap lead threads.
2. Dull drill tip.
3. Loose hammer handle.
4. Scratched goggles.
5. Dull file cuts.

# III. ON-THE-JOB LANGUAGE

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| COMPETENCY AREA: | Vocational English-as-a-Second Language: On-the-Job Language |
| COMPETENCY STATEMENT: | The student will have the English language proficiency necessary for retaining a job and advancing in a job. |
| INDICATOR: | The student demonstrates the ability to comprehend and use the English vocabulary and structures required to interact with supervisors and co-workers in job-related situations. |
| BENCHMARK: | The student participates in a simulated situation which requires asking for a promotion. |
| ASSESSMENT: | Given a role playing situation in which the student is the employee and the teacher is the supervisor, the student will ask for a promotion without serious grammatical errors or mispronunciation. |

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| COMPETENCY AREA: | Vocational English-as-a-Second Language: On-the-Job Language |
| COMPETENCY STATEMENT: | The student will have the English language proficiency necessary for retaining a job and advancing in a job. |
| INDICATOR: | The student demonstrates the ability to comprehend and use the English vocabulary and structures required to interact with supervisors and co-workers in job-related situations. |
| BENCHMARK: | The student addresses individuals appropriately in a simulated situation. |
| ASSESSMENT: | Given a role-playing situation, the student will use the appropriate title or first name according to the role of the other speaker (supervisor, leadman, company president, young male co-worker, older female co-worker, etc.) and without serious errors in pronunciation. |

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| COMPETENCY AREA: | Vocational English-as-a-Second Language: On-the-Job Language |
| COMPETENCY STATEMENT: | The student will have the English language proficiency necessary for retaining a job and advancing in a job. |
| INDICATOR: | The student demonstrates the ability to comprehend and use the English language vocabulary and structures required to interact with supervisors and co-workers in job-related situations. |
| BENCHMARK: | The student participates in two simulated situations which require giving explanations for two minor mishappenings. |
| ASSESSMENT: | Given two role-playing situations in which the student is the employee and the teacher or another student is the supervisor, the student will give explanations first for breaking an item and then for misplacing another item without serious grammatical errors or mispronunciation. |

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| COMPETENCY AREA: | Vocational English-as-a-Second Language: On-the-Job Language |
| COMPETENCY STATEMENT: | The student will have the English language proficiency necessary for retaining a job and advancing in a job. |
| INDICATOR: | The student demonstrates the ability to comprehend and use English vocabulary and structures required to interact with supervisors and co-workers in job-related situations. |
| BENCHMARK: | The student participates in a simulated situation which requires borrowing three items from a co-worker. |
| ASSESSMENT: | Given a role-playing situation in which the student is the employee and the teacher is a co-worker, the student will request to borrow three items without serious grammatical errors or mispronunciation. |

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| COMPETENCY AREA: | Vocational English-as-a-Second Language: On-the-Job Language |
| COMPETENCY STATEMENT: | The student will have the English language proficiency necessary for retaining a job and advancing in a job. |
| INDICATOR: | The student demonstrates the ability to comprehend and use the English vocabulary and structures required to interact with supervisors and co-workers in job-related situations. |
| BENCHMARK: | The student participates in a simulated situation which requires giving two weeks' notice.<br><br>The student writes three letters of resignation. |
| ASSESSMENT: | Given a role-playing situation, the student will give two weeks' notice without serious grammatical errors or mispronunciation and in a manner that will enhance his/her later employability.<br><br>Given a sample resignation letter and three reasons for quitting a job, the student writes three letters which convey the appropriate message and meet standards of mailability--neatness, style, vocabulary, spelling, and punctuation. |

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| COMPETENCY AREA: | Vocational English-as-a-Second Language: On-the-Job Language |
| COMPETENCY STATEMENT: | The student will have the English language proficiency necessary for retaining a job and advancing in a job. |
| INDICATOR: | The student demonstrates the ability to comprehend and use the English vocabulary and structures required to interact with supervisors and co-workers in job-related situations. |
| BENCHMARK: | The student participates in a simulated situation which requires asking for a raise. |
| ASSESSMENT: | Given a role-playing situation in which the student is the employee and the teacher is the supervisor, the student will ask for a raise without serious grammatical errors or mispronunciation. |

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| COMPETENCY AREA: | Vocational English-as-a-Second Language: On-the Job Language |
| COMPETENCY STATEMENT: | The student will have the English language proficiency necessary for retaining a job and advancing in a job. |
| INDICATOR: | The student demonstrates the ability to comprehend and use the English vocabulary and structures required to interact with supervisors and co-workers in job-related situations. |
| BENCHMARK: | The student participates in a simulated situation which requires asking for permission to leave work. |
| ASSESSMENT: | Given a role-playing situation in which the student is the employee and the teacher is the supervisor, the student will ask for permission to leave work without serious grammatical errors or mispronunciation. |

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| COMPETENCY AREA: | Vocational English-as-a-Second Language: On-the-Job Language |
| COMPETENCY STATEMENT: | The student will have the English language proficiency necessary for retaining a job and advancing in a job. |
| INDICATOR: | The student demonstrates the ability to comprehend and use the English vocabulary and structures required to interact with supervisors and co-workers in job-related situations. |
| BENCHMARK: | The student participates in a simulated situation which requires requesting assistance. |
| ASSESSMENT: | Given a role-playing situation in which the student is an employee and another student is a co-worker, the student will request assistance without serious grammatical errors or mispronunciation. |

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| COMPETENCY AREA: | Vocational English-as-a-Second Language: On-the-Job Language |
| COMPETENCY STATEMENT: | The student will have the English language proficiency necessary for retaining a job and advancing in a job. |
| INDICATOR: | The student demonstrates the ability to comprehend and use English vocabulary and structures required to interact with supervisors and co-workers in job-related situations. |
| BENCHMARK: | The student participates in a simulated situation which requires asking for clarification. |
| ASSESSMENT: | Given a role-playing situation in which the student is the employee and the teacher is a co-worker, the student will ask for clarification without serious grammatical errors or mispronunciation. |

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| COMPETENCY AREA: | Vocational English-as-a-Second Language: On-the-Job Language |
| COMPETENCY STATEMENT: | The student will have the English language proficiency necessary for retaining a job and advancing in a job. |
| INDICATOR: | The student demonstrates the ability to comprehend and use the English vocabulary and structures required to follow instructions on the job. |
| BENCHMARK: | The student participates in a simulated situation which requires the completion of an activity. |
| ASSESSMENT: | Given <u>oral</u> instructions which require the completion of a physical activity or action, the student will give the same instruction orally to three classmates who must, in turn, perform the required activity with at least two of the three students satisfactorily completing the activity.<br><br>Given a set of <u>written</u> instructions, the student will follow them to provide the information or to complete the activity requested with no major deficiencies in the performance as determined by the teacher. |

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| COMPETENCY AREA: | Vocational English-as-a-Second Language: On-the-Job Language |
| COMPETENCY STATEMENT: | The student will have the English language proficiency necessary for retaining a job and advancing in a job. |
| INDICATOR: | The student demonstrates the ability to comprehend and use the English vocabulary and structures required to interact with supervisors and co-workers on the telephone. |
| BENCHMARK: | The student participates in a simulated situation which requires calling on the telephone to explain an absence. |
| ASSESSMENT: | Given a telephone and a role-playing situation in which the student is the employee and the teacher is the supervisor, the student will explain an absence without serious grammatical errors or mispronunciation. |

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| COMPETENCY AREA: | Vocational English-as-a-Second Language: On-the-Job Language |
| COMPETENCY STATEMENT: | The student will have the English language proficiency necessary for retaining a job and advancing in a job. |
| INDICATOR: | The student demonstrates the ability to comprehend and use the English vocabulary and structures required to interact with supervisors and co-workers on the telephone. |
| BENCHMARK: | The student participates in a simulated situation which requires calling on the telephone to explain tardiness. |
| ASSESSMENT: | Given a telephone in a role-playing situation in which the student is the employee and the teacher is the supervisor, the student will explain a tardiness without serious grammatical errors or mispronunciation. |

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| COMPETENCY AREA: | Vocational English-as-a-Second Language: On-the-Job Language |
| COMPETENCY STATEMENT: | The student will have the English language proficiency necessary for retaining a job and advancing in a job. |
| INDICATOR: | The student demonstrates the ability to comprehend and use the English vocabulary and structures required to deal successfully with telephone callers on the job. |
| BENCHMARK: | The student participates in a simulated situation which requires taking a message on the telephone. |
| ASSESSMENT: | Given a telephone in a role-playing situation in which the student answers a call, the student will:<br>1. Ask the caller to clarify, repeat, and slow rate of speech.<br>2. Write down the information.<br>3. Restate what the caller said without serious grammatical errors or mispronunciation. |

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| COMPETENCY AREA: | Vocational English-as-a-Second Language: On-the-Job Language |
| COMPETENCY STATEMENT: | The student will have the English language proficiency necessary for retaining a job and advancing in a job. |
| INDICATOR: | The student demonstrates the ability to comprehend and use the English vocabulary and structures required to interact with supervisors and co-workers when socializing on the job or during routine tasks. |
| BENCHMARK: | The student participates in a simulated situation which requires making and responding to inquiries about health, family, and work. |
| ASSESSMENT: | Given a role-playing situation, the student converses spontaneously with another student about health, family, and work without serious grammatical errors or mispronunciation. |

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| COMPETENCY AREA: | Vocational English-as-a-Second Language: On-the-Job Language |
| COMPETENCY STATEMENT: | The student will have the English language proficiency necessary for retaining a job and advancing in a job. |
| INDICATOR: | The student demonstrates the ability to comprehend and use the English vocabulary and structures required to interact with supervisors and co-workers when socializing on the job or during routine tasks. |
| BENCHMARK: | The student participates in a simulated situation which requires using and responding to courtesy expressions (thanks, declinations, compliments, etc.). |
| ASSESSMENT: | Given a role-playing situation, the student converses spontaneously with another student using and responding to courtesy expressions appropriately and without serious errors in pronunciation. |

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| COMPETENCY AREA: | Vocational English-as-a-Second Language: On-the-Job Language |
| COMPETENCY STATEMENT: | The student will have the English language proficiency necessary for retaining a job and advancing in a job. |
| INDICATOR: | The student demonstrates the ability to comprehend and use the English vocabulary and structures required to interact with supervisors and co-workers when socializing on the job or during routine tasks. |
| BENCHMARK: | The student participates in a simulated situation which requires using common short expressions, sounds, and gestures to convey emotions in reacting to information given during a conversation. |
| ASSESSMENT: | Given a role-playing situation and a topic, the student converses spontaneously and without serious errors in pronunciation with another student using the appropriate expressions, gestures, and sounds to convey one of the following: surprise, agreement, disagreement, disgust, delight, disappointment, sympathy, or doubt. |

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| COMPETENCY AREA: | Vocational English-as-a-Second Language: On-the-Job Language |
| COMPETENCY STATEMENT: | The student will have the English language proficiency necessary for retaining a job and advancing in a job. |
| INDICATOR: | The student demonstrates the ability to comprehend and use the English vocabulary and structures required to ask for and give the time. |
| BENCHMARK: | The student passes an oral and a written test on asking for and giving the time. |
| ASSESSMENT: | Given a set of drawings depicting the clock set at different times, the student will give the time orally and in writing with 90% accuracy and without serious errors in pronunciation.<br><br>Given a role-playing situation, the student asks another student for the time without serious errors in pronunciation. |

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| COMPETENCY AREA: | Vocational English-as-a-Second Language: On-the-Job Language |
| COMPETENCY STATEMENT: | The student will have the English language proficiency necessary for retaining a job and advancing in a job. |
| INDICATOR: | The student demonstrates the ability to read, speak, and write cardinal numbers in English. |
| BENCHMARK: | The student passes an oral and a written test on cardinal numbers. |
| ASSESSMENT: | Given a dictation of cardinal numbers, the student writes the numbers in numerals and then in words with 90% accuracy.<br><br>Given a list of cardinal numbers, the student reads the numerals with no serious errors in pronunciation. |

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| COMPETENCY AREA: | Vocational English-as-a-Second Language: On-the-Job Language |
| COMPETENCY STATEMENT: | The student will have the English language proficiency necessary for retaining a job and advancing in a job. |
| INDICATOR: | The student demonstrates the ability to read, speak, and write ordinal numbers in English. |
| BENCHMARK: | The student passes an oral and a written test on ordinal numbers. |
| ASSESSMENT: | Given a dictation of ordinal numbers, the student writes the numbers with 90% accuracy.<br><br>Given a list of ordinal numbers, the student reads the numbers with no serious errors in pronunciation. |

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| COMPETENCY AREA: | Vocational English-as-a-Second Language: On-the-Job Language |
| COMPETENCY STATEMENT: | The student will have the necessary English language proficiency for retaining a job and advancing in a job. |
| INDICATOR: | The student demonstrates the ability to read, speak, and write simple fractions in numerals and in words. |
| BENCHMARK: | The student passes an oral and a written test on reading, speaking, and writing simple fractions in numerals and in words. |
| ASSESSMENT: | Given a dictation, the student writes down the fractions in numerals and in words with 80% accuracy.<br><br>Given a list of fractions, the student reads the fractions out loud with no <u>serious</u> errors in pronunciation. |

# IV. JOB-SEEKING LANGUAGE

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| COMPETENCY AREA: | Vocational English-as-a-Second Language: Job-Seeking Language |
| COMPETENCY STATEMENT: | The student will have the English language proficiency necessary to conduct an effective job search. |
| INDICATOR: | The student demonstrates an understanding of the English vocabulary and structures required to look up names, addresses, and telephone numbers of businesses in the yellow pages. |
| BENCHMARK: | The student locates the names, addresses, and telephone numbers of five firms in the yellow pages. |
| ASSESSMENT: | Given a local telephone directory and the names of five firms, the student locates and lists accurately the addresses and telephone numbers for each firm. |

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| COMPETENCY AREA: | Vocational English-as-a-Second Language: Job-Seeking Language |
| COMPETENCY STATEMENT: | The student will have the English language proficiency necessary to conduct an effective job search. |
| INDICATOR: | The student demonstrates an understanding of English vocabulary and structures required to recognize entry-level career opportunities in local newspapers. |
| BENCHMARK: | The student finds three entry-level career opportunities in his/her field in a local newspaper. |
| ASSESSMENT: | Given the classified ads from a metropolitan newspaper, the student finds at least three entry-level career opportunities in his/her field. |

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| COMPETENCY AREA: | Vocational English-as-a-Second Language: Job-Seeking Language |
| COMPETENCY STATEMENT: | The student will have the English language proficiency necessary to conduct an effective job search. |
| INDICATOR: | The student demonstrates an understanding of English vocabulary and structures commonly found in employment-related forms. |
| BENCHMARK: | The student completes an application for a social security card. |
| ASSESSMENT: | Given an application form for a social security card, the student completes the form accurately and legibly to the teacher's satisfaction. |

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| COMPETENCY AREA: | Vocational English-as-a-Second Language: Job-Seeking Language |
| COMPETENCY STATEMENT: | The student will have the English language proficiency necessary to conduct an effective job search. |
| INDICATOR: | The student demonstrates an understanding of the English vocabulary and structures commonly found in employment-related forms. |
| BENCHMARK: | The student completes a W-2 form. |
| ASSESSMENT: | Given a blank W-2 form, the student completes the form accurately and legibly to the teacher's satisfaction. |

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| COMPETENCY AREA: | Vocational English-as-a-Second Language: Job-Seeking Language |
| COMPETENCY STATEMENT: | The student will have the English language proficiency necessary to conduct an effective job search. |
| INDICATOR: | The student demonstrates an understanding of the English vocabulary and structures commonly found in employment-related forms. |
| BENCHMARK: | The student completes a W-4 form. |
| ASSESSMENT: | Given a blank W-4 form, the student completes the form accurately and legibly to the teacher's satisfaction. |

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| COMPETENCY AREA: | Vocational English-as-a-Second Language: Job-Seeking Language |
| COMPETENCY STATEMENT: | The student will have the English language proficiency necessary to conduct an effective job search. |
| INDICATOR: | The student demonstrates an understanding of English vocabulary and structures commonly found in employment-related forms. |
| BENCHMARK: | The student completes a benefit insurance form. |
| ASSESSMENT: | Given a benefit insurance form from a local firm, the student completes the form accurately and legibly to the teacher's satisfaction. |

COMPETENCY AREA: Vocational English-as-a-Second Language: Job-Seeking Language

COMPETENCY STATEMENT: The student will have the English language proficiency necessary to conduct an effective job search.

INDICATOR: The student demonstrates an understanding of English vocabulary and structures commonly found in employment-related forms.

BENCHMARK: The student identifies the terms on a paycheck stub.

ASSESSMENT: Given a payroll voucher, the student defines orally or in writing:

1. Gross Pay
2. Net Pay
3. Federal Withholding Tax
4. State Withholding Tax
5. FICA
6. SDI

with at least five of the six terms defined accurately.

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| COMPETENCY AREA: | Vocational English-as-a- Second Language: Job-Seeking Language |
| COMPETENCY STATEMENT: | The student will have the English language proficiency necessary to conduct an effective job search. |
| INDICATOR: | The student demonstrates an understanding of the English vocabulary and structures commonly found in employment-related forms. |
| BENCHMARK: | The student passes a written test on employment application vocabulary and abbreviations. |
| ASSESSMENT: | Given a matching list of common job application terms and abbreviations and definitions, the student matches the terms and the definitions with at least 90% accuracy. |

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| COMPETENCY AREA: | Vocational English-as-a-Second Language: Job-Seeking Language |
| COMPETENCY STATEMENT: | The student will have the English language proficiency necessary to conduct an effective job search. |
| INDICATOR: | The student demonstrates an understanding of the English vocabulary and structures commonly found in employment-related forms. |
| BENCHMARK: | The student completes three employment applications. |
| ASSESSMENT: | Given application blanks from three companies and his/her personal data sheet, the student will complete each application form accurately and legibly with:<br>1. Printed-in-ink responses.<br>2. All questions acknowledged.<br>3. All errors corrected.<br>4. Legal signature. |

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| COMPETENCY AREA: | Vocational English-as-a-Second Language: Job-Seeking Language |
| COMPETENCY STATEMENT: | The student will have the English language proficiency necessary to conduct an effective job search. |
| INDICATOR: | The student demonstrates the ability to comprehend and use English vocabulary and structures required to contact employers on the telephone. |
| BENCHMARK: | The student participates in a simulated situation which requires calling an employer and inquiring about a job opening. |
| ASSESSMENT: | Given a want ad which requires a telephone call and given a role-playing situation in which the student is the job applicant and the teacher is the employer, the student will inquire about the job without serious grammatical errors or mispronunciation. |

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| COMPETENCY AREA: | Vocational English-as-a-Second Language: Job-Seeking Language |
| COMPETENCY STATEMENT: | The student will have the English language proficiency necessary to conduct an effective job search. |
| INDICATOR: | The student demonstrates the ability to comprehend and use English vocabulary and structures required to contact employers on the telephone. |
| BENCHMARK: | The student participates in three simulated situations which require calling the employers and asking directions to their place of business. |
| ASSESSMENT: | Given a role-playing situation and the addresses of three local firms, the student will ask and then paraphrase directions to go from school to each firm accurately and without serious grammatical errors or mispronunciation. |

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| COMPETENCY AREA: | Vocational English-as-a-Second Language: Job-Seeking Language |
| COMPETENCY STATEMENT: | The student will have the English language proficiency necessary to conduct an effective job search. |
| INDICATOR: | The student demonstrates the ability to comprehend and use English vocabulary and structures required to contact employers on the telephone. |
| BENCHMARK: | The student participates in a simulated situation which requires calling an employer and arranging for a job interview. |
| ASSESSMENT: | Given a telephone in a role-playing situation in which the student is the job applicant and the teacher is the prospective employer, the student will make an appointment for an interview without serious grammatical errors or mispronunciation and in a manner that will enhance his/her later employability. |

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| COMPETENCY AREA: | Vocational English-as-a-Second Language: Job-Seeking Language |
| COMPETENCY STATEMENT: | The student will have the English language proficiency necessary to conduct an effective job search. |
| INDICATOR: | The student demonstrates the ability to comprehend and use English vocabulary and structures required to contact employers on the telephone. |
| BENCHMARK: | The student participates in a simulated situation which requires calling an employer and cancelling a job interview. |
| ASSESSMENT: | Given a telephone in a role-playing situation in which the student is the job applicant and the teacher is the prospective employer, the student cancels a job interview without serious grammatical errors or mispronunciation and in a manner that will not affect his/her later employability. |

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| COMPETENCY AREA: | Vocational English-as-a-Second Language: Job-Seeking Language |
| COMPETENCY STATEMENT: | The student will have the English language proficiency necessary to conduct an effective job search. |
| INDICATOR: | The student demonstrates the ability to comprehend and use English vocabulary and structures required to interact with employers in person. |
| BENCHMARK: | The student responds to ten typical interview questions in a mock interview. |
| ASSESSMENT: | Given a simulated job interview situation in which the student is the job applicant and the teacher is the interviewer, the student will respond to ten frequently asked questions with no serious grammatical errors or mispronunciation and in a manner that will enhance his/her employability. |

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| COMPETENCY AREA: | Vocational English-as-a-Second Language: Job-Seeking Language |
| COMPETENCY STATEMENT: | The student will have the English language proficiency necessary to conduct an effective job search. |
| INDICATOR: | The student demonstrates the ability to comprehend and use English vocabulary and structures required to interact with employers in person. |
| BENCHMARK: | The student asks three job-related questions in a mock interview. |
| ASSESSMENT: | Given a simulated job interview in which the student is the job applicant and the teacher is the interviewer, the student will ask three job-related questions--the firm's policies or benefits, sick leave and holidays--without serious grammatical errors or mispronunciation and in a manner that will enhance his/her employability. |

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| **COMPETENCY AREA:** | Vocational English-as-a-Second Language: Job-Seeking Language |
| **COMPETENCY STATEMENT:** | The student will have the English language proficiency necessary to conduct an effective job search. |
| **INDICATOR:** | The student demonstrates an understanding of English vocabulary and structures required to interact with employers through written communication. |
| **BENCHMARK:** | The student writes a thank-you note after participating in a simulated job interview. |
| **ASSESSMENT:** | Given a sample follow-up letter after having participated in a mock interview, the student writes a similar letter to the interviewer, which conveys the appropriate message and meets standards of mailability--neatness, style, vocabulary, spelling, and punctuation. |

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| COMPETENCY AREA: | Vocational English-as-a-Second Language: Job-Seeking Language |
| COMPETENCY STATEMENT: | The student will have the English language proficiency necessary to conduct an effective job search. |
| INDICATOR: | The student demonstrates the ability to use English vocabulary and structures required to interact with employers through written communication. |
| BENCHMARK: | The student prepares a data sheet of personal background information. |
| ASSESSMENT: | Given a sample personal data sheet as a guide and any necessary personal information, the student will prepare his/her own data sheet including personal information, education, employment experience, activities, and references accurately and in an acceptable format. |

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| COMPETENCY AREA: | Vocational English-as-a-Second Language: Job-Seeking Language |
| COMPETENCY STATEMENT: | The student will have the English language proficiency necessary to conduct an effective job search. |
| INDICATOR: | The student demonstrates the ability to use English vocabulary and structures required to interact with employers through written communication. |
| BENCHMARK: | The student prepares his/her resume. |
| ASSESSMENT: | Given a sample resume as a guide and personal data sheet, the student will prepare his/her own resume including personal information, education, employment experience, activities, and references accurately and in an acceptable format. |

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| COMPETENCY AREA: | Vocational English-as-a-Second Language: Job-Seeking Language |
| COMPETENCY STATEMENT: | The student will have the English language proficiency necessary to conduct an effective job search. |
| INDICATOR: | The student demonstrates an understanding of English vocabulary and structures commonly found in pre-employment test instructions. |
| BENCHMARK: | The student passes a written test on the terminology of test instructions. |
| ASSESSMENT: | Given a matching list of 25 words/phrases commonly used in test instructions and the definitions, the student will match the words/phrases and the definitions with at least 20 correct responses. |

# V. INSTRUCTIONAL LANGUAGE

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| COMPETENCY AREA: | Vocational English-as-a-Second Language: Instructional Language |
| COMPETENCY STATEMENT: | The student will have the English language proficiency necessary for instructional activities. |
| INDICATOR: | The student demonstrates the ability to comprehend and use English vocabulary and structures utilized in the classroom. |
| BENCHMARK: | The student passes a written test on instructional terms (e.g., handout, assignment sheet, curriculum, etc.). |
| ASSESSMENT: | Given a matching list of instructional terms and definitions, the student will match the terms and definitions with 90% accuracy. |

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| COMPETENCY AREA: | Vocational English-as-a-Second Language: Instructional Language |
| COMPETENCY STATEMENT: | The student will have the English language proficiency necessary for instructional activities. |
| INDICATOR: | The student demonstrates the ability to comprehend and use English vocabulary and structures utilized in the classroom. |
| BENCHMARK: | The student participates in a simulated situation which requires following specific directions. |
| ASSESSMENT: | Given oral directions which require the completion of a physical activity, the student will complete the activity requested with no major deficiencies in the performance as determined by the teacher. |

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| COMPETENCY AREA: | Vocational English-as-a-Second Language: Instructional Language |
| COMPETENCY STATEMENT: | The student will have the English language proficiency necessary for instructional activities. |
| INDICATOR: | The student demonstrates an understanding of test formats, e.g., multiple choice, true-false, etc. |
| BENCHMARK: | The student passes an oral test on test formats. |
| ASSESSMENT: | Given samples of various types of test formats, the student will identify and describe at least five types. |

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| COMPETENCY AREA: | Vocational English-as-a-Second Language: Instructional Language |
| COMPETENCY STATEMENT: | The student will have the English language proficiency necessary for instructional activities. |
| INDICATOR: | The student demonstrates an understanding of the English vocabulary and structures used on test directions. |
| BENCHMARK: | The student passes a written test on test directions. |
| ASSESSMENT: | Given a matching list of terms commonly used in test directions and the definitions, the student will match the terms and the definitions with 90% accuracy. |

# VI. NONVERBAL/CULTURAL SKILLS

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| COMPETENCY AREA: | Vocational English-as-a-Second Language: Nonverbal/Cultural Skills* |
| COMPETENCY STATEMENT: | The student will have knowledge of nonverbal/cultural skills related to employment performance standards. |
| INDICATOR: | The student demonstrates appropriate behaviors related to personal hygiene, grooming, and body language. |
| BENCHMARK: | The student demonstrates appropriate body language in a classroom group work setting. |
| ASSESSMENT: | Given instructions to use body language appropriately in the classroom, the student will:<br>1. Make eye contact when speaking to another.<br>2. Demonstrate appropriate proximity when communicating and interacting with others.<br>3. Demonstrate appropriate use of handshaking during mock interviews. |

* Refer to Pre-Employment and Work Maturity Competencies for Youth, Los Angeles Unified School District, Manpower Program Development Office, for comprehensive information which is related to the further development of nonverbal/cultural skills.

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| COMPETENCY AREA: | Vocational English-as-a-Second Language: Nonverbal/Cultural Skills* |
| COMPETENCY STATEMENT: | The student will have knowledge of nonverbal/cultural skills related to employment performance standards. |
| INDICATOR: | The student demonstrates appropriate behaviors related to personal hygiene, grooming, and body language. |
| BENCHMARK: | The student practices acceptable grooming habits and hygiene in a classroom group work setting. |
| ASSESSMENT: | Given class discussions of and various presentations on personal grooming and hygiene, the student will demonstrate the following in the classroom:<br>1. Body cleanliness.<br>2. Well groomed hair.<br>3. Properly applied cosmetics.<br>4. Clean hands and nails.<br>5. Appropriate classroom attire. |

* Refer to Pre-Employment and Work Maturity Competencies for Youth, Los Angeles Unified School District, Manpower Program Development Office, for comprehensive information which is related to the further development of nonverbal/cultural skills.

RESOURCE MATERIALS

## FOCUS ON INTERACTION ACTIVITIES

Blossner, Betsy J. English for Adult Living. Book 1 and 2. Institute of Modern Languages, 1979.

Ideas and activities for development of lifeskills competencies. For beginning and intermediate.

Carver, Tina Kasloff and Sandra Douglas Fotinos. A Conversation Book-English in Everyday Life, Books I and II. Prentice-Hall, Inc., 1977.

Conversation books on everyday situations. For high elementary and intermediate levels. Loaded with conversation stimulants.

Communication Skillbooks 1, 2, and 3. Institute of Modern Languages, 1978-80.

A wealth of relevant ideas, pictures, and reading matter to supplement basic texts. Designed as an "active grammar component" to Orientation in American English, but can be used independently. Multi-level.

Dobson, Julia M. and Frank Sedwick. Conversation in English: Points of Departure. American Book Co., 1975. Also, Dobson and Hawkins. Conversation in English: Professional Careers, 1978.

Visuals and exercises for conversation and for oral and written composition. Multi-level.

Dresner, Joanne, Kenneth Beck, Clare Morgana, Luise Custer. It's Up to You. Longman.

A tape and text program for developing language skills (L,S,R,W) and job-seeking strategies. For intermediate and advanced.

Dubin, Fraida and Myrna Margol. It's Time to Talk. Prentice-Hall, Inc., 1977.

Communication activities to encourage "more spontaneous use of the new language". For intermediate and advanced.

Finocchiaro, Mary and Violet Hoch Lavende. Selections for Developing English Language Skills. Regents Publishing Co., 1973.

Short selections for developing listening, reading, comprehension skills.

Growing in English Language Skills.

Communicative competence is the focus.

Franklin, Harry B., Herbert Meikle and Jeris E. Strain. Vocabulary in Context. Ann Arbor: University of Michigan Press.

A somewhat structured approach, but provides for practice of vocabulary and structure in everyday situations. For beginning and intermediate.

Greatsinger, Calvin. Practice in Survival Reading Series: Machine Age Riddles, Sings Around Town; Label Talk; Read the Instructions First. New Readers Press, Laubach Literacy International, 1976.

Designed for the native speaker, but can be adapted for ESL students. Good source for transparencies.

Keltner, Autumnn, Leann Howard and Frances Lee. English for Adult Competency. Book 1. Also Keltner and Gretchen Bitterlin, English for Adult Competency, Book 2. Prentice-Hall, Inc., 1981.

Designed to develop oral communication skills for everyday lifeskills. Content keyed to APL objectives. Beginning and intermediate.

Kettering, Judith Carl. Developing Communicative Competence: Interaction Activities in English as a Second Language. University of Pittsburgh, 1975.

Sample dialogues and exercises designed to help students learn some speaking rules for social situations. For elementary and intermediate.

Kunz, Linda Ann. Picture Pages. LINC. New York, 1973

Nine picture pages, each containing nine sequential pictures illustrating everyday situations for oral and written practice of verb tenses.

Molinsky, Steven J. and Bill Bliss. Side by side, Books 1 and 2. Prentice-Hall, Inc., 1980.

Authors call them "conversational grammar books." Lively and imaginative activities provide for practice of grammar in context. For beginning and intermediate.

Olsen, Judy E., Winn-Bell. Communication Starters. The Alemany Press.

Teacher-developed and tested collection of games and other classroom activities. Multi-level.

Pifer, George and Nancy Whistler Kutoh. Points of View. Newbury House Publishers, 1977.

Situations and/or problems leading to group discussions and writing exercises. For intermediate and above.

Romijin, Elizabeth and Contee Seely. Live Action English. The Alemany Press, 1979.

Text based on Asher's Total Physical Response method. Text consists of 66 series of commands (Doctor's Appointuent: You have a doctor's appointment. Go to the doctor's office. Tell the receptionist your name, etc.) Good for multi-level an open enrollment classes.

Simmons, John S. and Francis N. Millett, Jr. Reading with a Purpose. Harcourt Brace Jovanovich, 1979.

Written for native speakers but the topics and the visuals are extremely utilitarian and valuable for adult ESL students.

## FOCUS ON GRAMMAR

Abraham, Roberts. Structure and Meaning. Newbury House Publishers, 1979.

Presents the basic structural patterns and rules of English, then shows how ideas are combined to produce complex sentences. Designed for intermediate to advanced students, but can serve as brush-up for the teacher.

Crymes, Ruth, Gary James, Larry Smith and Harvey Taylor. Developing Fluency in English. Prentice-Hall, Inc., 1974.

Ingeniously organized lessons provide students with listening, speaking, reading and writing practice. Practice in using the language is kept separate from study about the language. For advanced.

Davis, Polly. English Structure in Focus. Newbury House, 1977.

A grammar review that lends itself to both oral and written work. For intermediate and advanced.

Ferreira, Linda. Verbs in Action. Newbury House, 1978.

A drill book that actually goes beyond the "fill-in-the-blanks" format and provides practice in using the language in a communication-oriented format. Launched beginning level on up.

Frank, Marcella. Modern English: A Practical Reference Guide. Prentice-Hall, Inc., 1972.

A good English grammar reference book for ESL teachers.

Pack, Alice C. Dyad Learing Programs. Prepositions; Pronouns and Determiners Verbal Choice and Verb Forms. Newbury House Publishers, Inc., 1977.

Uses student interaction, closure, and individual pacing as students work in groups of two's (dyds) in practicing these elements of syntax.

Praniskas, Jean. Rapid Review of English Grammar, 2nd ed. Prentice-Hall, Inc., 1975.

Designed to provide the advanced student with a "rapid review," but is also an excellent resource book for the teacher. Contains language information and ideas for exercises.

Rainsbury, Robert. Written English. Prentice-Hall, Inc., 1977.

Provides for practice in mechanics of writing as well as in grammar. (See listing under Reading/Writing.)

Sheeler, W. D., J. N. Dale, and S. C. Bayley. Foundations for Reading and Writing, Workbooks 1-4. English Language Services, 1977-78.

Supplementary drills and exercises for grammar practice. For beginning and intermediate.

## FOCUS ON READING/WRITING

Alexander, L. G. and Edwing T. Cornelius. COMP - Exercises in Comprehension and Composition. Longman, Inc., 1978.

Development of reading comprehension skills and elementary writing skills (from simple sentences to paragraphs to compositions). For intermediate and advanced.

Blanton, Linda Lonon. Elementary Composition Practice: Book 1 and 2. Newbury House Publishers, 1978.

Reading selections and exercises for writing development. Reading progress in structural complexity. For beginning and intermediate.

Brookes, Gay and Jean Withrow. 10 Steps: A Course in Controlled Composition for Beginning and intermediate ESL Students. Also: Kunz, Linda Ann. 26 Steps: A Course in Controlled Composition for Intermediate and Advanced ESL Students. LINC, New York, 1972-73.

Composition writing practice that begins with copying model passages, then progresses to exercises involving grammatical elements. For beginning through advanced.

etc..... A Reading Supplement for English Language learners. etc Press, 1980.

Relevant, high-interest reading material for launched beginning and intermediate level students.

Griffin, Suzanne M. and John Dennis, eds. Reflections. Newbury House, 1980.

Reading skills development. Progressively graded from high intermediate to advanced. Carefully designed activities.

Harris, Tim. Writing Practical English, 1 and 2. Harcourt, Brace. Jovanovich, Inc., 1980.

Structure-oriented writing exercises. Designed to accompany Practical English (Harris), but can be used independently. For beginning and intermediate.

Hill, L. A. Elementary Stories for Reproduction, Intermediate Stories for Reproduction. Oxford University Press, 1965.

Short stories (about 150 words long) which can be used for oral and written exercises.

Kenan, Lucette Rollet. Fact and Fancy. A Basic Reader. Harcourt, Brace, Jovanovich, 1979.

Lively, entertaining reading material for the intermediate student. Varied exercises for vocabulary development, structure practice and oral/written development. For intermediate.

Lawrence, Mary D. Reading, Thinking, Writing. University of Michigan Press, 1975.

Designed to teach students how to read carefully and how to write coherently. For intermediate and advanced.

Marley, Rayner W. Handwriting Workbook. English Language Services, 1977.
Workbook for students whose native language does not use a Roman alphabet.

Mellgren, Lars and M. Walker. WRITE! Addison-Wesley, 1976.

Complements New Horizons, but effective independently as well. For beginning and intermediate.

Morley, Joan. Listening Dictation. University of Michigan Press, 1977.

Listening/writing/grammar exercises that can be read "live" by the teacher or taped. For launched beginning and intermediate.

Rainsbury, Robert. Written English. Prentice-Hall, Inc., 1977.

Provides for practice in mechanics of writing as well as in grammar.

Saitz, Robert L. and Francine B. Stieglitz. Ideas in English. Prentice-Hall, 1974.

A collection of short (Hallelujah!) readings for the intermediate/advanced level students. With accompanying exercises.

Yorkey, Richard C. Study Skills for Students of English as a Second Language. McGraw Hill Book Co., 1970.

For intermediate and advanced students. Teaches study skills necessary for survival in American educational institutions.

## FOCUS ON PRONUNCIATION

Nilsen, Don L. F. and Aileen Pace Nilsen. Pronunciation Contrasts in English. Regents Publishing Company.

Resource book for minimal pairs and minimal contrast sentences.

Prator, Clifford H., rev. by Betty W. Robinett. Manual of American English Pronunciation, 3rd ed. Holt, Rinehart and Winston, 1972.

Pronunciation text designed for advanced students. An excellent resource and reference book for teachers.

## MISCELLANEOUS

Chamberlin, Anthony and Kurt Stenberg. Play and Practice! National Textbook Co., 1979.

Includes games adaptable to adult ESL classes.

English as a Second Language (Duplicating Masters). Easy Aids, Inc. Thirty grammar exercises on spirit duplicating masters.

Graham, Caroline. Jazz Chants. Oxford University Press, 1978.

Text and cassette. Songs and poems set to jazz rhythms. A fun way to practice grammar and pronunciation and to learn idiomatic expressions.

Grenough, Millie. English: Sing It. McGraw-Hill, 1976.

A blend of contemporary and folk songs, many suitable for use with beginning classes.

McCallum, George P. 101 Word Games. Oxford Book Co., 1980.

Revised version of an old standard.

Osman, Alice H. and Jean McConochie. If You Feel Like Singing. Longman, Inc., 1979.

Traditional American folk songs on a cassette. Accompanying text contains background material and a variety of classroom activities. All levels.

Parnwell, E. C. Oxford Picture Dictionary of American English. Oxford University Press, 1978. Also in bilingual French and Spanish.

Features words presented in context. Attractive wall charts also.

Reeves, George. Idioms in Action. Newbury House Publishers, 1975.

150 idioms - most frequently used. Presented in dialogues and used over and over in context.

Rickey, Jim. Sign Language. Janus Book Plublishers. Four books plus flashcards.

Excellent visuals for survival situations, although exercises are designed for native speakers.

Survival Guide, Latin-American Family Education Program. Available through Lakeshore Curriculum Materials Company.

Ideas and resources for the teaching of basic lifeskills.

Yorkey, Richard C. Study Skills for Students of English as a Second Language. McGraw-Hill Book Co., 1970.

For intermediate and advanced students. Teaches study skills necessary for survival in American educational institutions.

## METHODOLOGY

Celce-Murcia, Marianne and Lois McIntoch, eds. Teaching English as a Second or Foreign Language. Newbury House, 1980.

A coordinated collection of articles on the theory and practice of teaching ESL.

Finocchiaro, Mary. English as a Second Language: From Theory to Practice. Regents Publishing Company, 1974.

Practical training text for prospective ESL teachers by the dean of ESL classroom teachers and teacher trainers.

Ilyin, Donna and Thomas Tragardh, eds. Classroom Practices in Adult ESL. TESOL, 1978.

Collection of articles of specific relevance to adult ESL, selected for practicality and effectiveness in classroom.

Rivers, Wilga M. and Mary S. Temperley. A Practical Guide to the Teaching of English. Oxford University Press, 1978.

A valuable guide for the experienced teacher. Includes current thinking and methodology.

Robinette, Betty Wallace. Teaching English to Speakers of Other Languages. McGraw-Hill, 1978.

A comprehensive guide for ESL teachers, both beginning and veteran.